



Read to be Ready

Independent Reading and Reading Conferences



Module 7: Fostering a Culture of Continuous Improvement

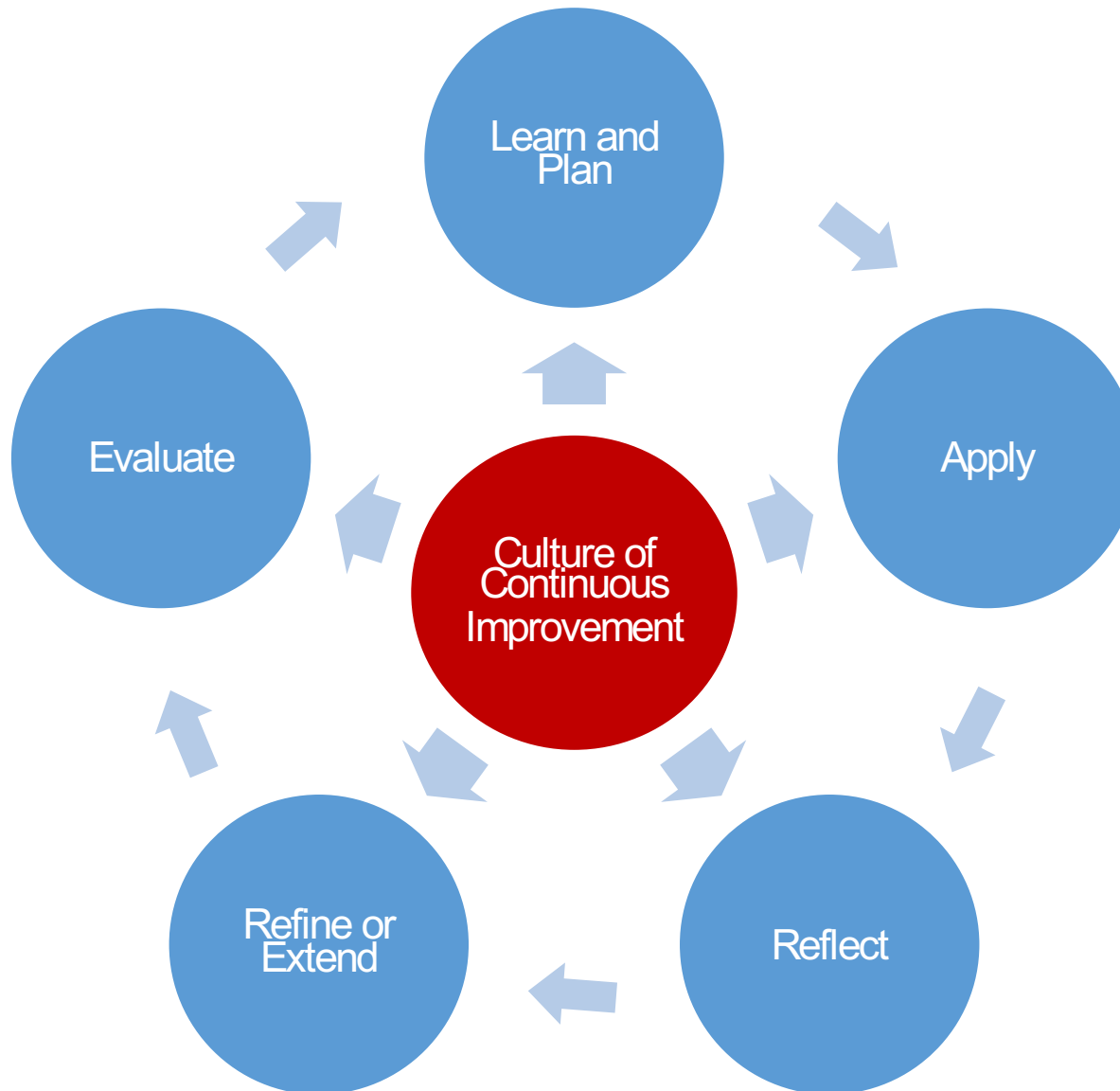
Objectives

- Develop a plan to continue to build collective teacher efficacy
- Consider support systems within a larger design for change that, when utilized, increase the likelihood that professional learning will create lasting change

Link to Tennessee Standards for Professional Learning

- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Sustain the Coaching Cycle within a Culture of Continuous Improvement



Develop a Sense of Collective Teacher Efficacy

- **Performance accomplishments:** The teacher has personally been able to make a difference in student learning.
- **Vicarious Experiences:** The teacher has observed others using effective practices and feels that she might be able to use techniques to achieve similar results with her own students.
- **Social persuasion:** Teachers have received feedback that highlights effective teaching behavior while receiving specific constructive suggestions for how to improve their teaching.

Factors to Amplify Professional Development Outcomes

- Within the school
- Outside the school
- Across a larger network

What shifts have you noticed in these support systems over time in your school or district? How have they evolved or changed?

Factors to Amplify Professional Development Outcomes

Barriers to Change:

- Unstable environment
- Lack of a common vision
- Isolationism
- Rigid organizational patterns
- Separation
- Fear
- Stuck in a rut
- Lack of confidence
- Lack of ownership
- Desire for a quick solution

How might support systems within the larger design for change be utilized to address or control this barrier?

Closing Words

"The goal of continuous improvement is not simply learning a new strategy but rather creating conditions for perpetual learning. This creates an environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business – forever."

DuFour, DuFour, & Eaker, 2009